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Utilization of Information Technology in the Implementation of School Administration at SMKS Handayani Sungguminasa, Gowa Regerency

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ABSTRACT

The utilization of information technology is a form of individual or organizational behavior or attitude in using information technology devices and systems to support various work activities. This study aims to examine the utilization of information technology in the implementation of school administration at SMKS Handayani Sungguminasa, Gowa Regency, and to identify the obstacles encountered in its utilization. This study employed a qualitative approach with data collection techniques consisting of observation, interviews, and documentation. The results show that information technology has been utilized in the implementation of school administration, as reflected in several aspects. In terms of utilization intensity, administrative staff actively use information technology devices such as laptops, Wi-Fi, and printers in almost all daily administrative activities, including preparing official letters and documents, managing student and teacher data, compiling grades, and preparing curriculum and student affairs documents. In terms of frequency, information technology devices are used almost every day during working hours and have become part of the routine of school administrative work. Regarding the number of applications/software programs used, administrative staff utilize various applications, including general applications such as Microsoft Word, Microsoft Excel, Google Drive, and Canva, as well as specialized applications such as Dapodik, Verval PD, Verval PTK, and ARKAS. The study also identified several obstacles to the utilization of information technology, including unstable internet connectivity, aging hardware with low specifications, applications or systems that frequently experience errors, and the lack of continuous training and assistance for school administrative staff.

Keywords: Utilization, Information Technology, School Administration

INTRODUCTION

Technological development in the modern era has progressed rapidly and has become an important part of various aspects of human life. One manifestation of this development is the emergence of information technology. Information technology refers to the integration of computers with various electronic and digital devices to manage, store, transmit, and retrieve data that can subsequently be transformed into

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quality information (Agustika, Siregar, Obara, & Paramarta, 2023; Anjarwani, Jatmika, Agitha, Albar, & Afwani, 2022; Rianto & Dozan, 2020). Initially, information technology was used primarily as a tool for processing numbers and creating various graphs. Today, however, information technology has become a tool for managing, storing, disseminating, and obtaining information and data broadly and accurately. Advances in information technology have also had significant impacts on various aspects of human life, as they have removed spatial and temporal limitations in human interaction (Nasrullah, Agustang, & Idhan, 2021).

In the context of education, the utilization of information technology is one of the areas used to improve the effectiveness and efficiency of school management. As institutions responsible for producing quality human resources, schools must be managed properly so that educational objectives can be achieved effectively (Chairunnisa, Rusdinal, Ermita, & Al Kadri, 2021; Sujanto, 2021). One important aspect of school management that is strongly influenced by developments in information technology is the implementation of school administration. School administration comprises a series of processes and activities involving planning, organizing, directing, and supervising all school activities (Andriani & Hidayat, 2023).Well-organized administration supports smooth school operations and improves the quality of educational services. The implementation of school administration cannot be separated from the role of educational personnel, particularly administrative staff or administrative office employees (TU), consisting of the head of administration, administrative officers, and special service personnel (Ditendik Dikdasmen, 2017; Hapipah, 2021; Sirait & Suprianto, 2020). Usman (2006) states that school administration covers a wide range of areas, including: 1) student administration, 2) administration of teaching and educational personnel, 3) financial administration, 4) facilities and infrastructure administration, 5) school-community relations administration, and 6) special services administration (Arifin & Nahar, 2017).

Along with technological developments, information technology is no longer utilized merely as a learning medium but also plays an important role in supporting school management and administrative services (Amka, 2021; Hermawan & Rohman, 2021). The utilization of information technology enables data management and administrative services to be carried out systematically, in an integrated manner, and on a digital basis (Andry et al., 2024; Azizah & Subiyantoro, 2023) With the support of information technology, school administration can be implemented in a more structured, faster, more accurate, and more efficient manner, thereby improving the overall quality of educational services.

At present, many schools have adopted and utilized information technology to support every stage of school administration. With the assistance and involvement of information technology, administrative activities can become more structured, faster, more accurate, and more efficient. This can also improve the overall quality of educational services. Nevertheless, based on an initial observation conducted on May 5, 2025, at SMKS Handayani Sungguminasa, Gowa Regency, the utilization of information technology in school administration had not yet been implemented optimally. Several problems were identified, including the manual filing of incoming letters and some school documents, the suboptimal use of digital attendance systems,

and the ineffective use of the school website as a means of information and communication. Consequently, information flow remained limited to conventional media such as notice boards and circular letters. Such conditions have the potential to hinder the effectiveness and efficiency of school administrative staff performance.

Based on the description above, there is a gap between the potential of information technology utilization and its implementation in school practice. Therefore, this study needs to be conducted to examine more deeply how information technology is utilized in the implementation of school administration at SMKS Handayani Sungguminasa, Gowa Regency. The purpose of this study is to determine how information technology is utilized in school administration and what obstacles are encountered. Thus, this study is expected to contribute to improving the quality of school administrative management in the digital era.

METHODS

This study employed a qualitative approach, which is used to understand and explain phenomena experienced by research subjects, including behavior, perceptions, motivation, and actions (Abdul & Endang, 2022; Susanti, Niswaty, & Jamaluddin, 2016; Yusanto, 2020). This approach aims to provide a deeper and more contextual description and understanding of the utilization of information technology in the implementation of school administration. The study was descriptive in nature. According to Sugiyono, descriptive research aims to explain or describe the condition of one or more variables independently without relating them to other variables. The research process involved systematic data collection, followed by analysis and interpretation to provide a clear description of the phenomenon under study (Perdani, 2020) In this study, a descriptive qualitative approach was considered appropriate because it was able to provide a comprehensive and in-depth description of the utilization of information technology in the implementation of school administration at SMKS Handayani Sungguminasa, Gowa Regency.

This study focused on the utilization of information technology in the implementation of school administration using the information technology utilization indicators proposed by Thompson (1991), namely utilization intensity, utilization frequency, and the number of applications or software programs used. The data sources consisted of five school administrative staff who served as key informants and provided primary data, as well as observations and supporting documents such as archives and photographic evidence collected during the data collection process to support the research findings as secondary data. The instruments used included interview guidelines or interview matrices, records of interview results, and supporting equipment such as audio recorders and cameras to record and document data relevant to the study.

The techniques and procedures applied in the field data collection process included: 1) interviews, namely verbal communication in the form of direct conversations or question-and-answer sessions between the researchers and informants. The subjects in this study consisted of one head of administration, two administrative staff members,

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one school operator, and one vice principal. 2) Observation, conducted to directly observe the activities of informants related to the implementation of school administration and its utilization of information technology. 3) Documentation, consisting of collections of photographs or documents and recordings of interviews to enrich information regarding the forms of information technology utilization in the implementation of school administration at SMKS Handayani Sungguminasa, Gowa Regency.

To ensure the accuracy, credibility, and validity of the data obtained, this study applied data verification or validation techniques (Fiantika et al., 2022; Pahleviannur et al., 2022; Sugiyono, 2022), including prolonged observation, researcher persistence, triangulation, peer discussion, and member checking. Furthermore, data analysis was conducted using the qualitative data analysis model developed by Miles, Huberman, and Saldaña. The model consists of four main stages: data collection, data condensation, data display, and conclusion drawing (Sirajuddin Saleh, 2023).

RESULT AND DISCUSSION

This study involved several informants who were considered relevant and competent in their respective fields, enabling them to provide valid and objective information. Informants were selected selectively so that the data obtained would accurately reflect the actual conditions in the field. The results of this study are expected to provide an in-depth understanding of the utilization of information technology in the implementation of school administration based on three main indicators proposed by Thompson et al. (1991) in Perwira and (Perwira & Hernita, 2021), namely utilization intensity, utilization frequency, and the number of applications or software programs used. To obtain valid, detailed, and comprehensive data, this study employed several data collection techniques, including observation, interviews, and documentation. The integrated use of these three techniques was expected to produce more accurate and comprehensive data. The research findings are described as follows.

The discussion of the research findings aims to provide a more in-depth explanation of the results obtained regarding the utilization of information technology in administration and to relate them to relevant theories and previous research findings. The study focused on three aspects that serve as the main indicators of information technology utilization (Hasan et al., 2025; Mulyana et al., 2024) namely utilization intensity, utilization frequency, and the number of applications or software programs used. These three indicators were used to describe the extent to which school administrative staff utilize information technology to support school administrative activities.

1. Intensity of Utilization

The intensity of information technology utilization in the context of school administration refers to the extent to which the school, particularly administrative staff, uses information technology to support daily administrative activities. Utilization

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intensity includes consistency of use, active involvement, and the degree of dependence on technological devices in completing various school administrative tasks.

Based on the interview results, the intensity of information technology utilization in the implementation of school administration at SMKS Handayani Sungguminasa was found to be fairly good. This can be seen in daily administrative activities, most of which already involve the use of technological devices, particularly laptops, which serve as the primary tools for managing various data. Information technology is consistently used in several administrative activities, such as preparing correspondence, managing student and teaching staff data, compiling grades, and preparing documents related to curriculum and student affairs. In addition, the school has provided supporting facilities in the form of an internet network (Wi-Fi) and several printers. The availability of these facilities makes it easier for administrative office staff and administrative personnel to carry out their duties, thereby improving work effectiveness and efficiency. This condition demonstrates the active involvement of administrative staff in utilizing information technology, as most administrative tasks are no longer performed manually. Through information technology utilization, tasks that previously required relatively long periods of time can now be completed more quickly, accurately, and efficiently.

The results of observations conducted from September 15, 2025, also showed that school administrative staff consistently used technology such as laptops, printers, and supporting facilities such as the internet network (Wi-Fi) in carrying out daily administrative activities and tasks. Nevertheless, several activities were still performed manually, such as recording letter numbers, teacher and student attendance, and filing incoming letters. This indicates that the implementation of technology has not yet been fully comprehensive. However, in general, the school administrative staff demonstrated a strong dependence on information technology, both in the form of hardware such as laptops and printers and supporting internet connectivity (Wi-Fi).

Based on the research findings, the utilization of information technology in the implementation of school administration at SMKS Handayani Sungguminasa can be categorized as fairly good in terms of utilization intensity. This can be seen in the application of information technology devices such as laptops, printers, Wi-Fi, and several simple applications that are consistently used in almost all administrative activities. These technologies are relied upon not only for preparing official letters and documents but also for managing student and teacher data, compiling grades, and preparing documents related to curriculum and student affairs. This condition indicates that information technology has become a primary means of helping accelerate, simplify, and improve the accuracy of administrative tasks.

The availability of these facilities provides flexibility and support, making administrative processes more organized and transparent. However, several administrative activities are still carried out manually, such as recording letter numbers, teacher and student attendance, filing incoming letter numbers, and inventorying school facilities and infrastructure. This indicates that although the intensity of information technology utilization is already relatively high, its implementation has not yet been fully integrated across all aspects of school administration.

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The finding can be understood through the concept of utilization intensity proposed by Thjay, cited in (Rosyidah, 2020) which emphasizes the extent to which information technology is used for various activities. In this study, the intensity is evident from the routine dependence of administrative staff on technological devices (Darwis, Aisyah, & Haerul, 2024; Hikmah, Akib, & Niswaty, 2025; Suprianto, 2024) . Nevertheless, the empirical evidence adds an important qualification: intensive use can coexist with incomplete digital integration. This means that the intensity indicator captures the extent of technology use, but does not by itself establish whether administrative processes have been redesigned into an integrated digital workflow. For school administration, this distinction is important because effectiveness depends not only on the availability and frequency of technology use, but also on the continuity of data and procedures across administrative activities. Thus, the school may be considered relatively intensive in its use of information technology while still requiring improvements in process integration and the reduction of manual administrative steps.

2. Frequency of Utilization

The frequency of information technology utilization in the context of school administration refers to how often administrative staff use information technology in carrying out various daily administrative activities. This can be observed from the habits and routines associated with the use of technological devices such as computers/laptops and other supporting equipment that form part of the administrative workflow.

Based on the interview results, it can be concluded that information technology utilization in the implementation of school administration at SMKS Handayani Sungguminasa, in terms of the frequency indicator, can be seen from the activities and routines of all school administrative personnel, who routinely utilize information technology in carrying out administrative tasks. Devices such as laptops and the internet network (Wi-Fi) are used every day during working hours because they are the primary tools for various administrative activities, ranging from preparing correspondence, managing student and teacher data, compiling grades, preparing activity schedules, to entering data into Dapodik and communicating with the education office. These activities demonstrate a high frequency of utilization because almost all of their daily administrative work requires technological devices. Other technology, such as printers, is also used by administrative staff. However, printers are used periodically or as needed, such as when printing important documents, activity reports, or official letters required by the school. Although not used every day, printers play an important role in supporting physical administrative documentation.

Meanwhile, observations conducted on September 15, 2025, showed that almost all administrative activities performed by administrative office staff, school operators, and curriculum and student affairs personnel involved the use of information technology devices such as laptops, printers, and internet networks. In daily activities, administrative staff were observed using laptops almost every day for various purposes, including typing letters, preparing school reports, managing student and teacher data, and arranging school activity schedules. Similarly, school operators used laptops and internet connectivity every day to access various applications such as

Dapodik, update data, manage school information, and submit reports to the education office online. This indicates that technology has become an inseparable part of the work routine of school administration at SMKS Handayani Sungguminasa. Printers, however, were used whenever needed to print letters, reports, or other important documents. Although their use was less frequent than that of laptops, printers remained important in supporting the smooth completion of administrative work. Supporting facilities such as Wi-Fi were also used continuously every day during working hours because many administrative activities depend on internet connectivity to access relevant data and applications. In general, the use of technological devices has become a daily routine carried out consistently by administrative staff in completing various tasks, although a small number of activities are still performed manually.

Based on the research findings, the frequency of information technology utilization is high, as administrative staff use laptops and internet connectivity almost every working day for correspondence, student and teacher data management, scheduling, Dapodik data entry, and online reporting. This routine use indicates that information technology is no longer an occasional supporting tool but has become part of the operational infrastructure of school administration. At the same time, the observation that some activities remain manual indicates that frequency and integration represent different dimensions of utilization. Administrative staff may interact with technology repeatedly throughout the day while still moving between digital and manual procedures. Such a pattern can increase dependence on individual staff practices because the continuity of an administrative process may depend on whether a particular employee knows how to combine digital applications, files, and manual records. Consequently, high frequency of use should be interpreted as evidence of strong operational dependence on technology, rather than as sufficient evidence that the school has achieved an integrated digital administration system.

The high frequency observed in this study is consistent with the concept of utilization frequency described by Muntianah, cited in (Yunas, 2021), and the view of Wijana cited in (Alinti et al., 2025), which associates frequency with routine interaction with technology. However, the present findings indicate that frequent interaction should also be examined in relation to the type and continuity of tasks performed. For example, Dapodik and online reporting require continuous digital access, whereas printing and several record-keeping activities still involve physical outputs or manual procedures. This mixed pattern suggests that the school has achieved routinization of technology use but has not fully eliminated fragmented administrative practices. For school administration, the implication is that improving digitalization should focus not only on encouraging more frequent technology use, but also on redesigning workflows so that frequently used technologies are connected to the relevant administrative processes.

3. Number of Applications or Software Programs Used

In this context, information technology utilization is not limited to a single type of application but includes various applications or platforms adapted to work requirements. In general, the applications used can be grouped into two categories: general applications and specialized applications designed specifically to support

school administration. The combination of these two types indicates the school's level of adaptation to information technology developments in implementing more efficient and integrated administration.

Based on the interviews, the number of applications used in the implementation of school administration at SMKS Handayani Sungguminasa is diverse and adequate to support most administrative activities. Administrative staff generally use word-processing and spreadsheet applications such as Microsoft Word and Microsoft Excel as the primary software for administrative tasks. Microsoft Word is used to prepare correspondence, reports, and official school documents, while Excel is used to manage student and teacher data, compile grades, and create administrative tables or lists. In addition, Google Drive is used as a primary platform for accessing various online platforms, while Google Drive is also utilized by the curriculum section and teachers as a medium for storing and collecting documents, such as teachers' instructional materials. School operators demonstrate greater complexity in their application use because they utilize specialized applications such as Dapodik for entering and synchronizing school data, Verval PD and Verval PTK for validating and verifying data on students, teaching and educational personnel, and educational units, as well as ARKAS for digital reporting of BOS funds.

Field observations reinforced the interview findings, showing that administrative office staff, curriculum and student affairs personnel, and school operators actively use various information technology-based applications in their daily administrative activities. In addition to the main applications, supporting applications such as Canva are also used to a limited extent to design school information media, such as academic calendars and activity pamphlets. Overall, the use of both general and specialized applications has supported the smooth implementation of school administration at SMKS Handayani Sungguminasa.

Based on the research findings, the number of applications used in the implementation of school administration is sufficiently diverse and relevant to administrative needs. General applications such as Microsoft Word, Excel, Google Drive, and Canva are combined with specialized systems such as Dapodik, Verval PD, Verval PTK, and ARKAS. This diversity demonstrates that administrative staff are able to select different digital tools according to task requirements. However, application diversity should not automatically be interpreted as system integration. The applications serve different functions and are not necessarily connected through a single administrative data flow. As a result, staff may still need to enter, retrieve, verify, or transfer information across separate applications and manual records. The implication is that a larger number of applications can increase functional coverage while simultaneously creating coordination and interoperability challenges when systems are fragmented. For school administration, the important issue is therefore not simply the number of applications available, but whether the applications support a coherent workflow, minimize duplicate data entry, and make information readily available across administrative units.

The diversity of applications can be related to Thompson's concept cited in (Fitri, 2025), which associate the number of applications with the breadth of information technology utilization. In the context of this study, however, breadth of use needs to be

distinguished from integration. The use of several applications demonstrates functional adaptation, but it does not by itself show that data, procedures, and responsibilities are integrated across the school administration. This distinction is particularly relevant because the study also found unstable connectivity, aging hardware, application errors, and limited training. These constraints can reduce the practical benefits of application diversity because staff may be unable to access systems consistently or may need alternative manual procedures when digital systems fail. Thus, application diversity should be accompanied by infrastructure reliability, user competence, technical assistance, and clearer coordination of administrative workflows.

4. Obstacles

In this study, obstacles refer to various constraints or difficulties faced by school administrative staff in utilizing information technology. These obstacles may arise from various aspects, including human resources, supporting facilities and infrastructure, and the technological systems used in the school environment.

Based on the interview results, it can be concluded that the main problems frequently encountered during the utilization of information technology in school administration, as collectively experienced by the staff of SMKS Handayani Sungguminasa, include technical constraints such as unstable internet connectivity, aging hardware with low specifications, external disruptions from central government application servers that frequently experience errors or downtime, and insufficient training in the use of new technologies or applications. Nevertheless, administrative staff continue to demonstrate an adaptive attitude by seeking alternative solutions, such as using personal internet connections, learning independently or attending training on their own initiative, and carrying out independent repairs on devices experiencing technical problems.

The research findings indicate that the main obstacles encountered in the utilization of information technology at SMKS Handayani Sungguminasa include technical problems such as unstable internet connectivity (Wi-Fi), hardware used by staff and administrative personnel that is relatively old and has low specifications, and difficulties when running applications simultaneously or running relatively demanding applications, which can cause devices to freeze or experience errors. External disruptions also occur because specialized government applications frequently go down, while training and technical assistance for staff and administrative personnel in using new applications or systems remain insufficient.

According to (Bella, 2023), “an obstacle is something negative that can hinder and obstruct activities carried out by a person. Such obstacles become barriers to achieving certain objectives.” This demonstrates that the obstacles experienced by school administrative staff can slow down the completion of administrative work, reduce the efficiency and effectiveness of school administration, and increase the workload of administrative staff because they have to seek alternative solutions.

Despite facing various constraints, administrative staff demonstrate an adaptive attitude by attempting to overcome these obstacles by using personal internet connections when the school's Wi-Fi is unstable, attending training outside the school, or learning independently to understand newly implemented applications or systems.

This demonstrates that administrative staff are able to adapt and improve their competencies in response to technological changes, allowing administrative activities to continue operating effectively despite various constraints and limitations.

CONCLUSION

Based on the research findings and discussion, information technology has been utilized extensively in the implementation of school administration at SMKS Handayani Sungguminasa, as reflected in utilization intensity, utilization frequency, and the variety of applications or software programs used. However, the findings show that intensive and frequent use does not necessarily mean that digital administration is fully integrated. Some activities remain manual, while unstable internet connectivity, aging hardware, application errors, and limited training and technical assistance continue to interrupt the continuity of digital administrative processes. The combination of these findings indicates that the school has established substantial operational dependence on information technology but still faces a gap between frequent technology use and integrated digital administration. Therefore, improvement should focus not only on increasing the use of technology, but also on integrating administrative workflows, reducing parallel manual processes, strengthening connectivity and hardware, improving technical support, and providing continuous training for administrative staff.

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